



When Money is no Object: Hiring Trends for Teachers of Color in Connecticut Alliance and Non-Alliance Districts

**Friday, February 28, 2025
1:00 p.m. - 2:30 p.m.**

Teams Link: [Join the meeting now](#)

Meeting ID: 236 988 746 074

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Dissertation Defense by Carla Silva

My research utilized a causal-comparative nonexperimental quantitative design to explore the state trends regarding the hiring and retention of Teacher of Color (ToC) amongst Connecticut Alliance and Non-Alliance Districts within the five-year Alliance grant, specifically between the 2018 and 2023 period, which includes the COVID-19 school closings and aftermath of the global pandemic within the Connecticut educational landscape.

The driving force behind the study was the persistent ToC gap in the state of Connecticut (Connecticut State Department of Education, n.d.). Despite public funding aimed to support k-12 inclusivity and belonging practices, the state's student-teacher racial imbalance continues to exist. The study sought to identify the specific impacts of the Alliance grant on the recruitment and retention on ToC, searching for potential emerging trends from the data publicly made available by the Connecticut Department of Education. By exploring the ToC hiring and retention trends amongst Connecticut Alliance and Non-Alliance Districts within academic years 2018 and 2023, this study aimed to contribute to the field on the reach, impact, and sustainability of public funding towards inclusivity and belonging practices (formally referred to as DEI, diversity, equity, and inclusion) amongst high-poverty and or low-performing districts.

*Carla Silva-Muhammad is a Director of Partnerships at Relay GSE, a teacher preparation program focused on preparing high-qualified teachers. She believes that **all** school leaders, teachers, and **all** students can deeply benefit not only from a curriculum that provides students at all grade levels the ability to learn from all voices (an anti-racist curriculum), but also from a diverse teacher/faculty body. Justice begins when all voices (including but not limited to marginalized ones) are heard. An anti-racist framework in k-12 settings, along with a well-prepared, diverse, and equitable teacher workforce, thus, benefit **all** students and give schools and districts the tools to embrace all perspectives via safe spaces that welcome a diversity of narratives. Such was her intent behind her research.*